Social Studies
Curriculum

Lesson Plans
Class-IV

For
Agahi Schools

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Curriculum For Class 4

Introduction:

In class four students move from their local District of Mansehra to their Province of NWFP. As they examine the province they also explore the geographic regions, learn about landforms, climate and resources of the province. They are introduced to the concept of culture and learn about the economical and political institutions, working in that area.
In the study of the province students develop an understanding of the various aspects of how and why people live in different parts of the Country. They develop an understanding of the history and cultural heritage of their province. The students examine and evaluate the contributions of the people and agencies both Government and Non Government in the development of their area. They also discover ways and means of becoming positive members of the society and responsible citizens of the Country.

Competency Goals:

- The learner will analyze the characteristics of the people of NWFP
- The learner will locate major physical features and suggest the influence of location on life in NWFP
- The learner will asses the significance of physical and cultural characteristics of the province
- The learner will evaluate ways the people of NWFP have modified and adapted the physical environment
- The learner will evaluate the significance of the movement of people, goods, and ideas from place to place
- The learner will analyze the effectiveness of Government agencies and political Institutions in NWFP
- The learner will evaluate how the people of NWFP use economic resources to satisfy their wants and needs
- The learner will asses changes in ways of living over time and investigate why and how these changes occur
- The learner will trace developments in NWFP history and describe their impact on the lives of people today.

Skills:

- The learner will acquire information from a number of sources. Through visits to historic sites and museums, interviews with senior citizens, local newspapers and records.
- Interview older members of the religious groups to learn about how these groups have influenced their members and the wider community and how they have changed over time.
- The learner will use information for problem solving, decision making, and planning.
- The learner will develop skills in constructive interpersonal relationships and in social participation.
- The learner will participate effectively in civic affairs.

Social Studies Class-IV

Concept	Content	Activities
1.Location of the province of NWFP on the map of Pakistan. 2 The Geographic features of NWFP	Province Of NWFP > Landforms Mountains Plateaus Plains > Water areas Rivers Lakes	> The students will identify the province of NWFP on the map of Pakistan. > Surrounding areas of NWFP. > Students will locate major landforms - Mountains - Plateaus - Plains > Students will draw a map of NWFP with the Major mountain chains found in the province. > Students will identify the plains of NWFP on the Map and label them on the given outline. > Students will locate the Lakes and Rivers of NWFP on the Atlas and draw on the given map.
	> Importance of Physical Features	> The students will discuss the life of the people in plains, mountains and alongside the rivers. How the area effects the food , clothing and housing of the people. >List the uses of Rivers under the following headings -Transportation -Industry -Vegetation -Recreation

Concept	content	Activities
2.Trace the development of NWFP.	History Of NWFP. >Identify the first inhabitants of NWFP >Identify the effects of Muslim invasions on the Hindu culture in the province. >Trace the events that led to the formation of NWFP.	>The students will make a time line to show the history of NWFP. >Identify andExplain the influence of Muslim invasion on the culture and life style of the local people of the area. > Determine reasons of Muslim influence in the area. >The teacher discusses how various groups interact to create a New community and traditions. And how they live in harmony with each other. >The students are encouraged to show appreciation of the Uniqueness of NWFP culture. >Demonstrate respect for cultural differences in Pakistan.
3.Climate	> Changes in temperature, and its effects on different areas of NWFP.	> The students will assess the influence of temperature on the lives of the people of NWFP. >The students will locate the regions of very low and high Temperature in NWFP, and show them on the Map. >The students will draw the rainfall patterns of the province.
4.Development of NWFP	>Analyze the development of NWFP in recent years. (1955 to 1970)	> the students will observe changes in the province since last 1 to 2 years. and investigate why and how these changes have occurred. >The learners will find out the changes in the following areas - Agriculture - Education - Transport - Industry - Communication - Political

Concept	Content	Activity
5. Population and Occupation.	> Population and occupational changes. >Change in professions of the people. >Population distribution in NWFP province.	>The students will evaluate the effects of these changes on the lives of the people. >Students trace the distribution of population on the map, and discuss the reasons for un even distribution in the light of -Physical features -River and water distribution -industrial growth etc >Trace the population growth pattern of NWFP. and make a graph of last 5 years. >The learners will find the rate of literacy in NWFP and discuss how education has effected the professional life. of the people. >The learners will evaluate how the people of NWFP use, modify and have adapted to the physical environment . >Analyze causes and consequences of the misuse of the Physical environment by the people of NWFP. > The role of Farmers in developing the economy and fulfilling the needs of the people. >The students identify the scope of mining in the province , and the products produced from precious and semi precious stones. >Handicrafts and its production is identified by the students.

Concept	Content	Activity
6.Study and impact of Forests, Animals, Irrigation and agriculture on the life the people. How do people satisfy their wants and needs	> Forests - Kinds and importance - Types of forests in NWFP. > Animals - Types of animals found in NWFP - Their importance and uses. >Irrigation - types of irrigation System - Importance of Dams, canals. And wells in the area. >Agriculture - Human Resource - Types of cultivation - Co-relation of production with Cultivation. > Handicrafts - types of crafts - Human Resources and skills	> The learner will evaluate how the people of NWFP use their economic resources to satisfy their wants and needs. > Explain the relationship between unlimited wants and limited Resources. >Analyze the choices and opportunity cost involved in economic Decisions. >Categorise the provinces resources as, natural, human or capital >Assess the use being made of natural resources.
7.Significance of the movement of people , goods and ideas from place to place.	> Means of transport and communication.	>The Learners will observe the Changes in transport from past .To present. >The learners will trace the movements of people, goods and Ideas from one part of NWFP to another. >The students will identify the constraints and limitations of the system.

Concept	Content	Activity
8.Good Citizenship 9.Planning, Problem Solving Decision-making and Management skills. 10. Effectiveness of Government andNGO's in NWFP.	> Government and Administration of the province of NWFP. - Provincial Assembly - High Court - Public Service Commission - Education Department. > Our Issues and Problems - Population - Environment - Literacy - Un-employment - Food - Clean Water - Pollution - Energy crisis - Water Logging and Salinity. > Social welfare organizations - Educational Institutions - Banks - Co-operative Societies - Red Crescent Society - Aukaf. - Social Welfare - Social Security.	> The learner will examine ways NWFP government governs its people. >Identify major government authorities at the local level and how they are selected, and their areas of responsibility. >Demonstrate an understanding of the importance of Responsible citizenship and explain ways how they can Participate as citizens of that area. >. Compare individual rights and responsibilities. > The students will make field trips to find out the problems of the area, they will also interview the people for locating the local issues. > The students will be divided into groups and each one will choose one problem to study in detail. >The learners will look for solutions and suggest ways to overcome the issues .They will write to local authorities for action, and also write letters to the editor of the local daily. > The students will arrange panel discussions for looking For alternate solutions for existing problems. > The learners will list all the welfare organizations in the province. > The students will identify each ones Functions and how far are they effective. >How to reach them and how far people have benefited from them. >Are there any agencies for the benefit of the children. Discuss.

Concept	Content	Activity
11.People and their influence on the Community.	Personalities of the past , who have played an important role in the making of Pakistan. - Prophet Mohammad (peace be upon him) - Hazrat AbuBakar Sidiq - Hazrat Omar Farooq - Hazrat Usman Ghani - Syed Ahmad Shaheed - Malik Khuda Baksh - Quaid –e –Azam	>The students will collect material about these personalities from sources other than the book. > The contributions of religious scholars will be identified in the light of their activities in the sub –continent. >visit to local Museums for studying the local personalities should be under taken. > Senior people from the community may be invited to talk about the famous people and their contributions in the local area. > Since the personalities are from different periods of time the teacher has to deal with them specifically and their importance for Muslims and Pakistanis. > Stories about these personalities can be read to the class.

Content

The NWFP province
History of NWFP
Population and Occupation
Climate
Forests and Pastures
Irrigation
Agricultural Production
Our Cattle
Minerals
Factories and Handicrafts
Means of Transport
Means of communications
Administration
Social Welfare agencies
Our Problems
Hadrat Mohammad
The Four Caliphs
Sayed Mohammad Shaheed
Malik Khuda Baksh
Quaid-e- Azam

Text For teaching of Class 1V Social Studies the lesson plans have been made keeping the following textbook as the main reference.

Social Studies
Class 1V
NWFP Text Book Board –Peshawar.

Reference Books For Text

1. **History Of Islam**
   By
   Dr Abdur Rauf

2. **Stories from Prophet Mohammad's Life**
   By
   Dr Abdur Rauf

The Province of NWFP

Purpose of the Lesson: The students will identify the Region of NWFP and reason out why we divide areas into regions

Objectives: Learners will be able to: -

- Identify criteria for establishing a region
- Draw boundaries for a region
- Locate NWFP on the map of Pakistan
- Establish the Physical Characteristics of landforms
    - Mountains
    - Plains
    - Plateaus
- Locate in absolute + Relative location the
    - Mountains
    - Lakes
    - Plains
    - Rivers
- The advantages and uses of mountains
- Benefits of Lakes
- Identify the role of plains in the Province
- Trace the flow of rivers in NWFP
- Suggest the influence of location on the life of NWFP

Words to Know: Regions Plains, Mountains, and Plateaus.

Background: The teacher describes the distribution of land in NWFP and discusses how it is considered as one of the regions of Pakistan "The area is called a region if it has a common factor running through out the people or place." The are of N.W.F.P is a region due to many factors. The teacher discusses with the students and guides them to identify why N.W.F.P is a region the students are asked to bring pictures of this area this will include pictures of physical features, buildings and people etc the class prepares a collage with pictures showing all aspects of life in this area the students identify the common factors of the area, like language, dress, customs, political division, etc.

ACTIVITY-1: the students identify the map of N.W.F.P on the map of Pakistan they place the cardinal directions and find that N.W.F.P is located in the north of Pakistan. They also notice the relative location of it's neighbours to the north of N.W.F.P is Gilgit and Afghanistan to the south is Balochistan to the east is the province of Punjab and to the west is Afghanistan.
The students discover that N.W.F.P is a region because people have same language, dress and culture they are a province of Pakistan due to the administrative division of Pakistan.

Activity-2: The students infer from map and pictures the different physical features of N.W.F.P. they observe that there are mountains, plains and rivers. The teacher discusses with

the students where they live and what sort of area is it. The students also talk about how much time it takes for them to reach school. The distances are measured in time.
The students describe the mountains and rivers of the area; they talk about the lakes and riverbanks. The teacher draws mountain, plains and other physical features on the black board. The pictures of these are shown to the students. (Definitions + Pictures on work sheets). The teacher asks the students questions like:-

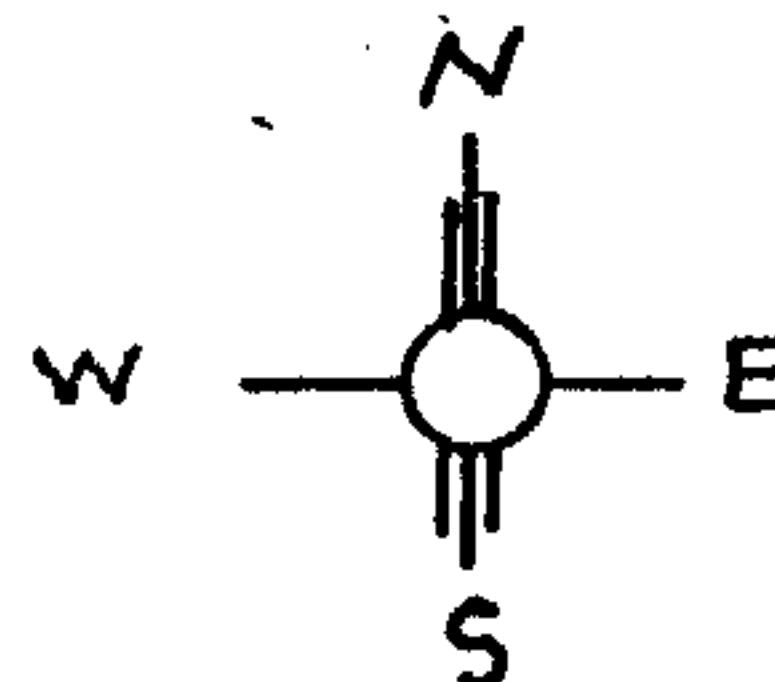
1. How are the mountains connected to each other? She describes the role of passes
2. What are the functions of mountains in the light of the following?
   - Security
   - Forests
   - Snow and water sources.
   - Fertile soil. Etc
3. How do the mountains affect the life of the people?
4. Resources for people living on the mountains. (Agriculture or Industrial.)
5. What kind of transport do people use on mountains.

Activity-3: the students are given an outline map of N.W.F.P, to draw the physical features as the teacher highlights these on the main map of the class.
The teacher displays a large map in front of the class and high lights the chain of mountains and hills on the map and labels the mountains. The students identify, draw and label on the given outline.

Activity-4: the students' discuss the importance of lakes and its role in tourism. They will collect pictures of these lakes from post cards and tourism brochures.

Activity-5: the students discuss the importance of rivers in an area and locate the rivers of N.W.F.P. The outline of NWFP is given to the students and asked to trace the routes of rivers in the province and label them.

Evaluation The students will prepare a project on Physical features of NWFP and make a presentation to the class.

NORTH WEST FRONTIER PROVINCE

HISTORY OF N.W.F.P

Purpose of the lesson: To Emphasis the understanding of the past, the people who lived during those times, their problems, their ways of living, and their struggles to meet the basic needs of life.

Objectives The students will be able to

- Describe the advent of Muslim rule in NWFP.
- Identify the influence of Muslim rule in NWFP
- Investigate the influence of British influence in the area.
- Explain why certain areas were divided in India and Pakistan.
- Describe the issues faced by Pakistan at its independence.

Words to Know: Vocabulary from the text

Background: Children are usually interested in objects of historical significance particularly if they can examine them closely and also handle them. Items from the past that will be helpful in teaching are such things as old newspapers, magazines with pictures, music, photographs, old watches, telephones household items etc. Children may bring such items from home, friends or near relations to share with the class.
Visit to a local museum can be of benefit. Opportunity to talk with older people of the community who can describe changes over time in the local area. Students may be encouraged to talk to elders of the family and record the interview for the class

Activity-I: The students prepare a time line to show the coming of the Muslims to NWFP till the present time. The students do this in the class as they read the text and they learn to sequence the events. Page 518 book-I

Activity-II: the teacher develops in children an interest to know where their ancestors came from. She encourages them to make a family tree with information from the family history. Ethnic family tree page 510 book-I

Activity-III: Students are encouraged to develop a school history document and time line with questions like: -

- When did the school start
- Who was the first Principal
- How many students were admitted
- What major events have taken place
- How has the school grown or expanded etc.

Activity-IV: the teacher introduces the children why Pakistan was made. Causes are listed down on the Black Board. The students also talk about the circumstances in NWFP before Pakistan was made. (They bring this information by talking to elders in the family)

Activity-V: the teacher discusses the problems faced after making of Pakistan. The students identify these problems and list them on the Black board.

- Refugee problem
- Kashmir Issue
- Reforms

Activity-VI: the students compare and contrast the development that has taken place in NWFP since the making of Pakistan

Progress in NWFP

Past-1947	Today-2002
Industry Education Roads Markets Natural Resources	

Activity-VII: the students plan and make a display of history of NWFP on a large timeline for a mural or a Collage

Brown paper sheets to be joined to make a mural

Activity-VIII: the pictures of outstanding personalities of NWFP are collected and added to the murals or display. Photographs of famous buildings and monuments are also collected and displayed in the class.

Activity-IX: the teacher describes the making of West Pakistan and administrative division of NWFP, the districts and divisions are highlighted.

Evaluation The students are asked direct questions to evaluate their knowledge of the history of NWFP as given in the text. Questions from the text may be used for this.

Development in Peshawar

Purpose of the Lesson: The students are made to identify the changes in Peshawar in different Fields.

Objectives: the learner will be able to: -

- Describe changes in Peshawar
- Place in Order the Development of Peshawar on a time line
- Identify and explain the development in the Field of: -
  - Education
  - Agriculture
  - Water Projects
  - Industries
  - Communications
- Locate the administrative set up of NWFP since 1970

Background: the teacher will discuss the development in Peshawar and NWFP since 1955, how changes have occurred in these fields. The teacher must try to get the latest data on this topic. The development of industry, import & export, development of natural resources, roads and means of communication, and air routes, airports etc should be discussed so that students develop a sense and value for the government efforts in building up Peshawar and N.W.F.P.

Activity-1: the students' list down the changes they can recall in the area since last 2—3 years. In the context of new buildings, schools, roads or any new markets and ships. New transport, agriculture changes etc. This will lead to observation of the city by the students.

Activity-2: The students will list down the areas in which they will find out development since 1955. Using the text from the book the students will fill the work sheet (given).

Evaluation: the students are given written assignments to describe the latest development in Peshawar.

Development In Peshawar

Agricultural

1. Agricultural Education
2. Agricultural College in
3. Peshawar University
4. Agricultural Research Institutes in
   - Torab Peshawar
   - Pir Sabaq Nowshera
   - Rota Kullahi DIK

Water Projects

1. Warsak Dam
2. Kuram Ghai Scheme
3. Chashma Right Bank Canal Scheme

Educational Reforms

1. Number of schools increased
2. Engineering University Peshawar
3. Agricultural University
4. Medical College Abbotabad
5. Gomal University DIK
6. GIK- Topi Swabi

Industrial Progress

1. Silk
2. Leather
3. Honey
4. Sugar Nowshera
5. Ceramic Pottery

Communications

1. Airports
2. Roads
3. Bridges

Development In NWFP

1. The region of NWFP has shown development in the following areas

- ______________________
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

2. The agricultural research institutes opened in NWFP are located in.

______________, ______________, ______________

3.The names of the Universities in NWFP are

- ______________________
- ______________________
- ______________________
- ______________________

4.Industries have been opened for the following products.

- ______________________
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

5.Communication in NWFP has progressed because of more

- ______________
- ______________
- ______________

Population And Occupations

Purpose of the lesson: the students will develop knowledge about the number of people living in N.W.F.P and also study the professions people follow.

Objective: the learner will be able to

- Explain the population growth in N.W.F.P
- Identify the different professions men and women follow in N.W.F.P
- Identify the role of education in the province.

Words to know: Engineers, farmers, labour, shepherds, miners, craftsmen, doctors, nurses, and armed forces.

Back ground: through this lesson the teacher will bring awareness about the limited land area that the province has and how the increase in population is causing major problems for food, shelter, health, education, sanitation and jobs etc. she has to bring the consciousness of how population is increasing and more people are living in the same area which is causing problems to the community.

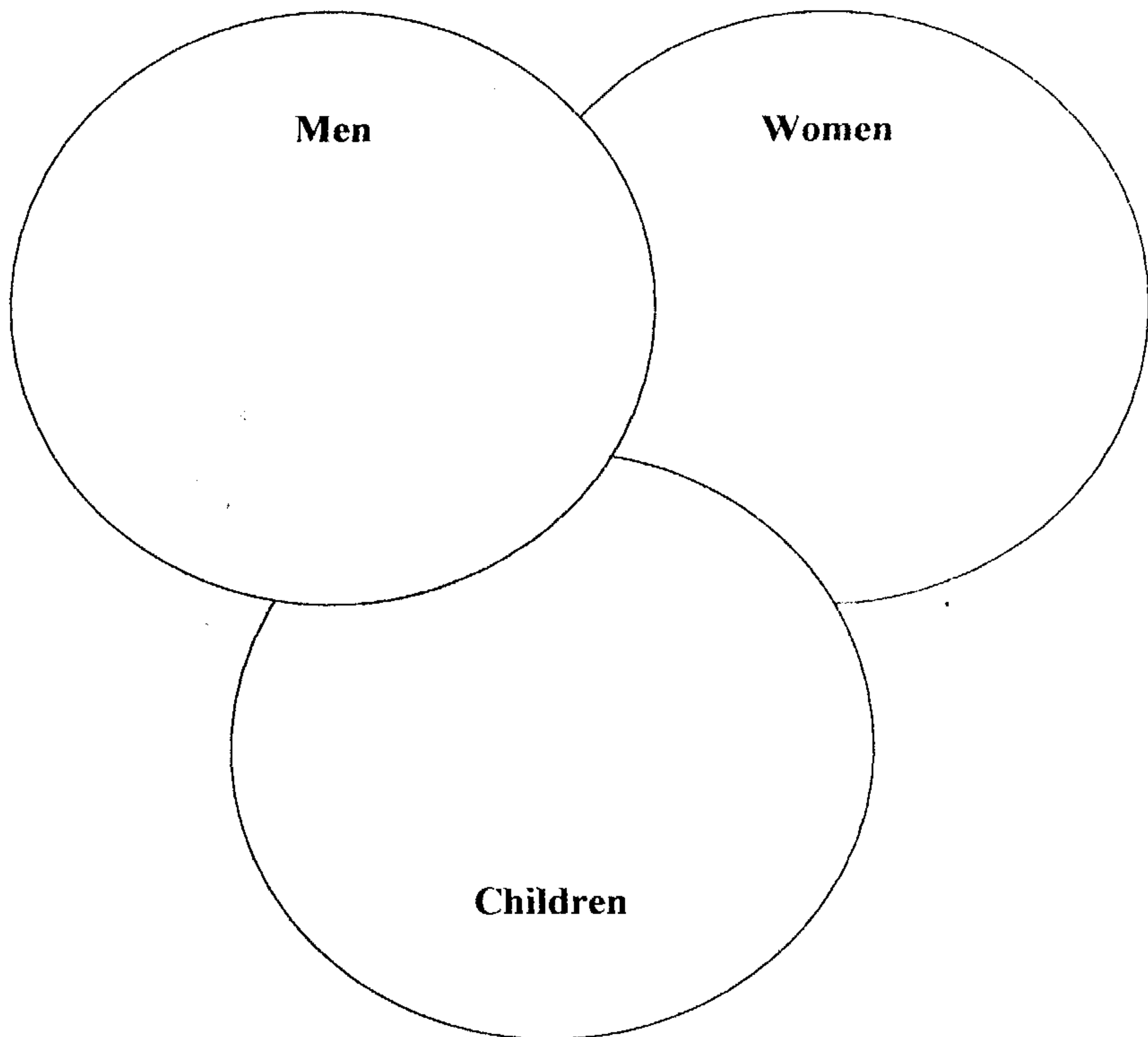
Activity-1: the teacher opens the lesson by asking the children simple question about the number of students in the class.
How many students are there in the classroom?
What will happen if we double the number of students in the same room?
She correlates this to the strength of the school. The students discover how the needs will increase for space, chains, tables, teachers etc.
Similarly the teacher will now show the growth of people in the province and the students will identify the problems and need of the province.

Activity-2: the students will find out the numbers of schools and houses that have increased in the last 5 years. To show the increase in population in the neighbourhood

Activity-3: the students will make a list of professions that people follow in the province and find out what profession is followed by most of the people in this area.

Activity-4: the teacher prepares a graphic organizer to show how co-operative living effects our life and how people need each other. The professions and jobs of each other support the community life of people and individuals.

Evaluation: the students make a presentation on the map of N.W.F.P to show the concentration of population in different cities.

Professions followed By Men Women and Children.

CLIMATE

Purpose of the lesson: to develop an awareness of climatic changes in the region.

Objectives: the learner will

- Identify the different seasons of the region.
- Effects of temperature on the life of the people.

Words to know: summer, winter etc, and thermometer.

Background: the students are given awareness about the changes in the weather in the region. The teacher discusses how our day-to-day life is affected by the changes in seasons.

Activity-1: the students name the seasons they face in this region and discuss the effects of the season on the following.

- Food
- Clothing
- Housing
- Games
- School timings etc

Activity-2: the land features of the region effect the winds of the area the teacher shows on the map how mountains and plains effect the pattern of the rain in the local areas. The pattern of rain is shown on the map.

Evaluation: the students write how they bring changes at home to face the changing seasons.

FORESTS

Purpose of the lesson: to develop the importance of forests in the region and the protection of green belt in the area.

Objectives: the learner will be able to

- Define a forest
- Identify the importance of forests
- Describe the role of forests as a home for the wild animals
- Describe the forests as natural resources.

Words to know: names of local trees and shrubs.

Background: the students are shown pictures of local trees and shrubs and names of these trees are learnt in both languages. The students are asked to discuss the importance and utility of green areas in the province.

Activity-1: the teacher takes the children for a walk in the nearby forest. The students take pictures of the trees and also collect leaves of the trees and draw the shapes of the trees. The teacher gives the names of the trees.

Activity-2: the teacher prepares cut out of small trees in green chart paper and each child makes a tree out of this paper. Out of the text the teacher will ask each student to write one benefit or importance of trees. Each student reads out from the tree and places it on the bulletin board to develop a forest.

Activity-3: the students will show forests on the map of N.W.F.P.

Activity-4: the benefits of forests to the economy of N.W.F.P enlisted in the class.

Evaluation: the students prepare a poster in the class to highlight the importance of forests.

IRRIGATION

Purpose of the lesson: to impart the importance of water, it's resources and it's storage.

Objective: the learner will be able to

- Identify the importance of water for life.
- Cite the source of water
  1. Canals
  2. Dams
  3. Wells
- Evaluate the preservation of water
- Identify the population of water.

Words to know: define wells, canals, and dams.

Background: the students are given pictures of the sources of water and the teacher discusses them in class, she also finds out the importance of water in our daily life, humans, animals and plants all need water to survive. Life is dependent on this important thing. The students identify the role of water for an agricultural country; coming from an agricultural background the students relate how water is accessed in different areas.

Activity-1: the teacher asks the students what are the natural sources of water? She shows pictures of clues to the class, for example rainfall, rivers, lakes etc. the students list down these sources. The teacher now leads the students by asking if these sources are not available where do people get water from?
She now shows pictures of canals, dams, and wells, and asks them how do humans store water? The learning of water sources is discussed as a natural sources and man made sources.

Natural Sources	Man made Sources
• Rain • Rivers • Lakes • Oceans • Seas	• Canals • Wells • Dams

Activity-2: the students identify the uses of water in rural and urban areas, like agriculture, industry, household etc.

Activity-3: the students find out on the map of N.W.F.P where the dams are located and draw the canals. They also identify the areas that benefit from these dams and canals.

Activity-4: the students discuss the common pollutants in N.W.F.P.

Evaluation: the teacher asks the students to write about the sources of water in N.W.F.P.

Agricultural Production

Purpose of the lesson: The students develop awareness about the agricultural products of NWFP.

Objectives: the learner will be able to learn

- Identify the time periods of cultivation of crops for N.W.F.P.
- Identify the agricultural crops in N.W.F.P.
- Examine the efforts of the government in developing agriculture.
- Study the relationship of population and agricultural resources.
- Identify the importance of eating fruits and vegetables.

Background: most of the students come from rural background and they are brought up in an agricultural environment they can easily identify the crops cultivated in their areas and the time of the year when cultivation and harvesting is done. The teacher draws their attention to the quality of products and also to the quantity.
She asks the children how the population has increased in the same area, which has led to building of more houses and decreases in cultivated land, which in turn leads to less of agricultural production.

Activity-1: the students identify the main crops of N.W.F.P and locate the areas of cultivation of these, crops.

Activity-2: the students identify the industry related to these crops in the area.

Activity-3: the teacher discusses with the students if this production is sufficient for the population of N.W.F.P. and she also asks the students if all kinds of crops are available in N.W.F.P. if not then where do the people get it from?
This leads to co-operative living how provinces are sharing their resources in the country. Benefits of living together.

Activity-4: the teacher lists down the fruits and vegetables according to the season and what nutritional value each has. She discusses the benefits of these items.

Evaluation: the students are given questions on the text and asked why agricultural resources are important for N.W.F.P.

CATTLE

Purpose of the lesson: the students are given awareness of the importance of animal life in N.W.F.P.

Objective: the learner will be able to;

- Identify the animal resources of N.W.F.P.
- Discuss about the domestic animals of N.W.F.P and their availability and uses.

Words to know: the teacher discusses why animals are born important in our daily life. What are the common animals, found in N.W.F.P, she finds out from the students what they already know about these uses in our daily life

Background: The teacher discusses why animals are important in our daily life , what are the common animals found in NWFP. She finds out from the children what they already know about these animals and there uses in our day-to-day life.

Activity-1: the students collect pictures of animals they commonly see in their areas, pictures of animal carts etc, can be brought to the class to show the uses of these animals for transportation and for carrying loads.

Activity-2: the teacher discusses how the animals such as cows, goat, sheep, and oxen provide for food for humans. Milk and meat products are all possible because of these animals.

Activity-3: the teacher prepares a chart for animals and the children describe each animal and its kind available in N.W.F.P.

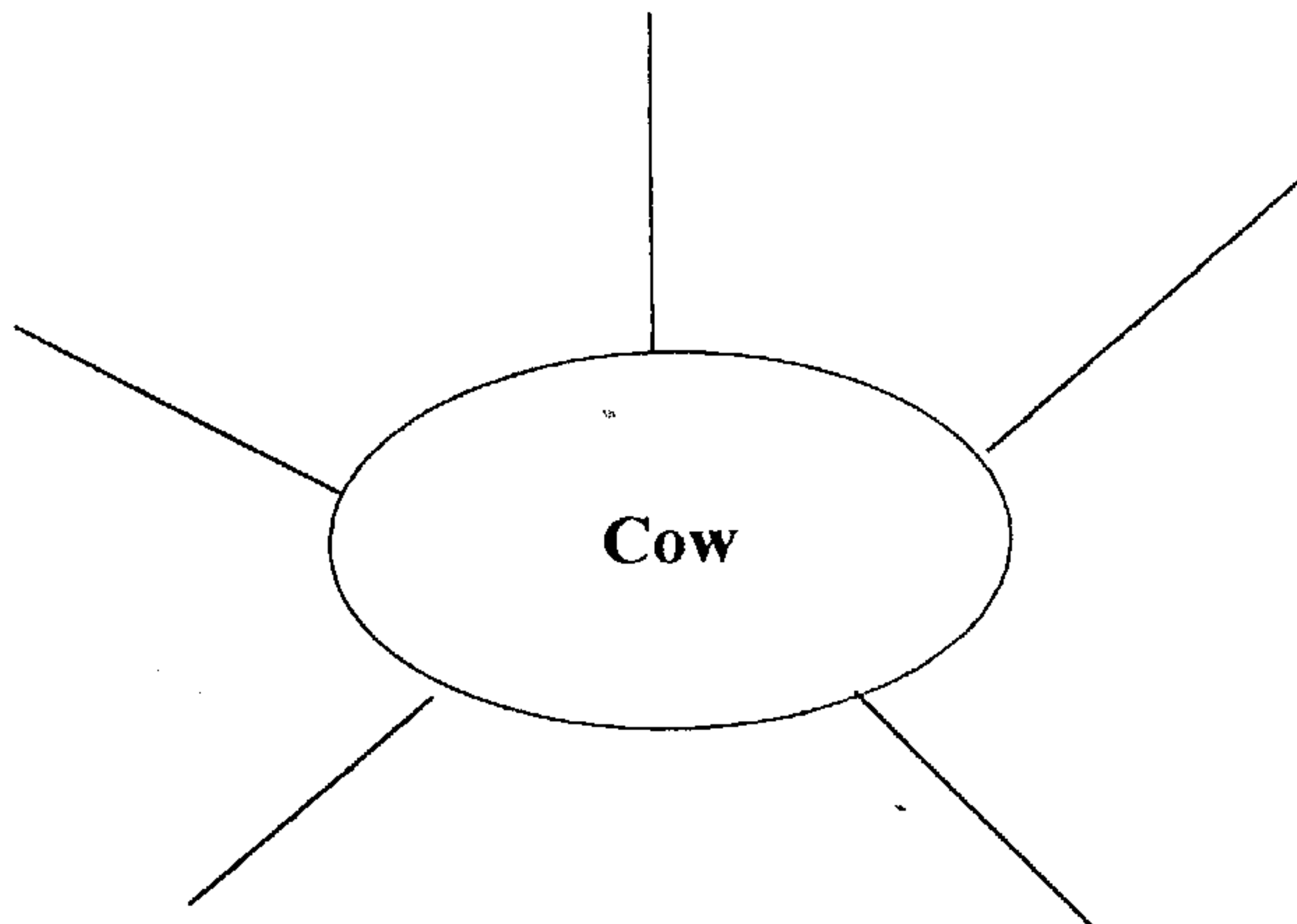
Activity-4: the students identify ways how they show care and concern for these animals; they also identify agencies like, "SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS" who is looking after the animals. The religion Islam also stresses the need for treating animals with love and kindness.

Evaluation: the students are asked to write a report on an animal of their choice.

Cattle

COW	DONKEY	GOAT	CAMEL	BUFFALO

Are these animals available in NWFP? What are they used for ?

Describe the Animal its colour , uses, size draw a picture, sounds ,etc

MINERALS

Purpose of the lesson: the students develop awareness about the need of mineral resources in our daily life.

Objective: the learner will be able to

- Identify the minerals found in N.W.F.P.
- Locate on the map the areas rich in these minerals.
- The economic effect of these minerals.
- Utility of the minerals in daily life.

Words to know: names of the minerals from the text.

Background: the region of N.W.F.P is rich in minerals and these are utilized not only by the people of the province but are also bringing economic benefits to the province. The precious stones are used in jewelry making all over the country and also exported.

Activity-1: the students name the mineral resources used in their daily life uses. The teacher adds to the list by giving clues to the students to identify from their surroundings also, pictures of these resources can be bought to the class.

Activity-2: precious and semi precious stones are identified, in the region and located on the map of N.W.F.P.

Activity-3: A class map is prepared with locations identified for minerals found in the province.

Evaluation: the students do a survey to find the industry using these minerals.

FACTORIES AND COTTAGE INDUSTRIES

Purpose of the lesson: the students develop awareness industrial development in their area and cottage industry.

Objective: the learner will be able to

- Identify the industries in their locality on the map.
- Evaluate the industries, and the raw material available in the area.
- Describe the employment opportunities these industries provide to the local population.
- Identify the cottage industries of the local area.
- Examine the economic benefits through these industries.
- Evaluate the population caused by industry.

Words to know: names of the industries.

Background: the teacher will collect information about the local industry and its location in the province. The brand names of the products produced by the industry is identified from the market. The teacher will ask the students to build a relationship of raw minerals and finished goods of the province. The exports these products and sales bring revenue to the government. The teacher also discusses the environmental population caused by the industry. Pictures of factories and college industries are displayed in the class.

Activity-1: the teacher builds an industrial environment in the class by bringing pictures of factories and cottage industries and products in the class, packing of products can be also displayed. The students identify the kinds of industries located in N.W.F.P and make a list on the chart paper.

Activity-2: the teacher gives worksheets to the students to list down the areas in which each industry is located.

Activity-3: the teacher provides a worksheet to the students to identify the industry and its raw material available in the region.

Activity-4: the teacher discusses the effects of building an industry or factory in an area or community. The students talk about their experiences in this field.

Activity-5: the students can be taken on a field trip to a near by factory

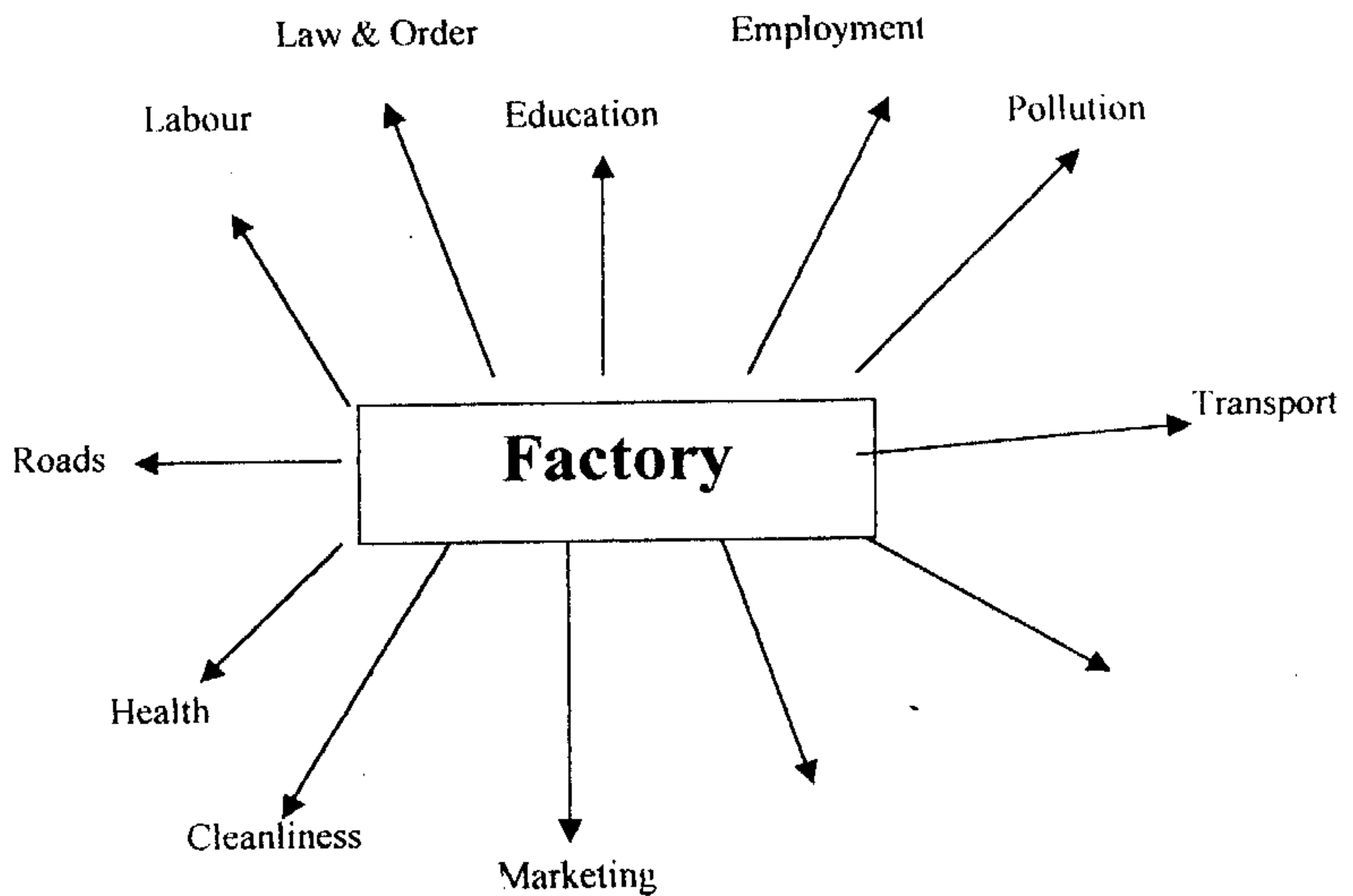
Activity-6: the class can arrange an exhibition of college industry products.

Evaluation: the teacher asks the students to write about the rights of workers.

Industrial Area In NWFP

Textile	Sugar	Cigarettes	Telephone	Electricity	Railway Engine	Fruit Preservation	Heavy Machine	Sanitary ware

Fill the names of the Places where these industries are located.

Effects of Building Factories in an area (activity –4)

Means of Transport

Purpose of the lesson: To develop in children the awareness of different kinds of transportation and its availability.

Objectives: The learner will be able to:

- Identify the needs for transport.
- The time factor in using different types of transport.
- The availability of transport facilities.
- The kinds of transport in the province.

Words to know: Railway station, Roads, Airport, Highways etc.

Background: The teacher will carry out a brain storming session with the class to discuss why we need transport, the concept of movement for human beings and goods from one place to another. How time influences our selection of transport, what role do distances play in selecting the route. She shows different means of transport, land, water and air. She asks the children what transports have they traveled in and make them identify these in the province. The teacher brings pictures of Airport and Railway station to the class.

Activity 1: The students identify reasons for movement of people and goods; a list is prepared on the black board. The students describe why they have had to travel or move weakly with the city. If any student has come from outside the city, or country the teacher should ask him/her to describe her reasons for doing so, and what means of transport has she used.

Activity 2: The students' list down the names of transports used on roads for e.g. trucks, cars, buses, cycles etc.

Activity 3: The teacher shows a map of NWFP and the students locate the road map on it, they relate the presence of roads in plains and mountains and the kinds of transports used in these areas.

Activity 4: The students identify the main Highways in NWFP and draw the routes on the map.

Activity 5: The teacher talks about the Railway network in NWFP and the main Railway Stations.

Activity 6: The teacher shows pictures of an Airport and discusses the Air routes (PIA) in the province. The national Airlines is also introduced to the students.

Activity 7: The sea routes are also discussed in the class and the teacher shows pictures of ships for passengers and goods are shown to the students.

Activity 8: The students can be taken on a trip to see a Bus stand, Railway Station and an Airport.

Activity 9: Noise and Air pollution due to transport.

Evaluation: The students write about the largest journey they have made.

Communication

Purpose of the Lesson: The students are given awareness about media and communication.

Objective: The learner will be able to: -

- Identify the need for communication
- Identify the kinds of communication
- Describe a customer service center

Words to Know: Newspaper, Magazines, Telephone, Radio, television, Computer, Fax, Mobil Telephone, Letters, telegrams etc.

Background: The teacher discusses why we need information and how can we communicate this information to other people near and far from us. She also finds out from the children how they get information from different people, and places. She asks them why some news needs to be sent faster and earlier or immediately. She finds out about different means of communication that they know of.

Activity-I: the teacher can open the class by bringing a local newspaper and reading a news item from it. She can ask the students what other ways do they get news. Some students will start naming sources like Radio, Television, etc. The teacher must list down these on the Blackboard.

Activity-II: the students discuss about, post offices and Customer Service Centers where all these facilities of fax, telephone, and Internet are available for common People. The students can visit these centers with the teacher.

Evaluation: The students write about the facilities available in their community, and make a collage of the newspapers available in the Province.

Administration

Purpose of the Lesson: The awareness of the authority and Government and the Departments in the Government, which run all the affairs for its Citizens.

Objective: The learner will be able to: -

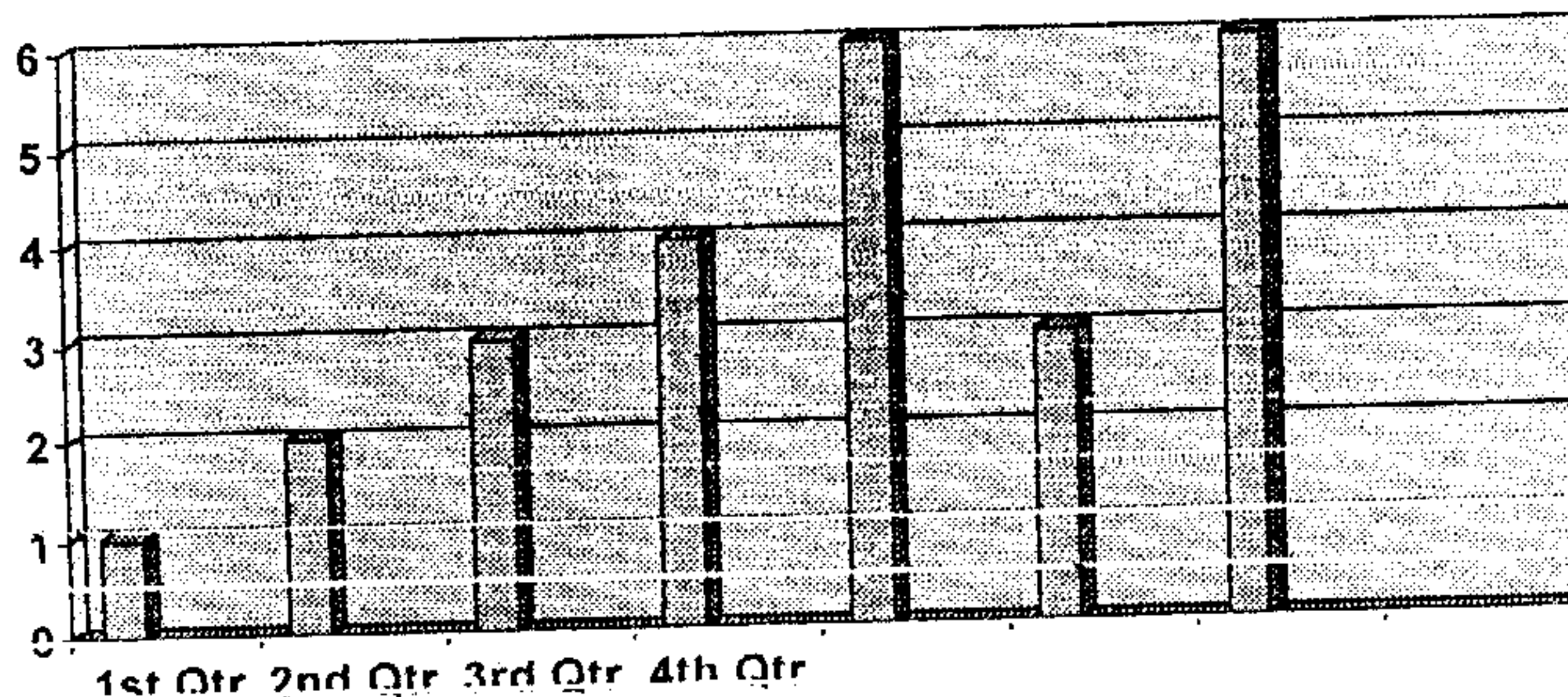
- Identify the position of Authority
- Describe the Process of Administration in Provincial Government
- Understand and describe the different departments in the Government
- Act as a responsible Citizen.

Words to Know: Government, Citizen, Governor, High Court, Public Service Commission, and Department of Education.

Background: The teacher has to develop the concept of administration and authority in the Province. The students have to identify the departments responsible for different functions of the Government. This system helps to keep law and order in the province.

Activity-I: the teacher starts with the administration of the school and the students identify the Principal as a person in authority; they also identify different offices and people like teachers, Chowkidars, Office people who are taking care of different duties in the school.

Activity-II: the teacher shows the map of NWFP and the students identify the Divisions nto which the Province is divided so that they colour each division differently.

Activity-III: the students prepare a bar graph to show which Division is the largest and ias the maximum number of Districts in it.(Bar Graph showing NO of Districts an Div in Sub continent)

Divisions in NWFP

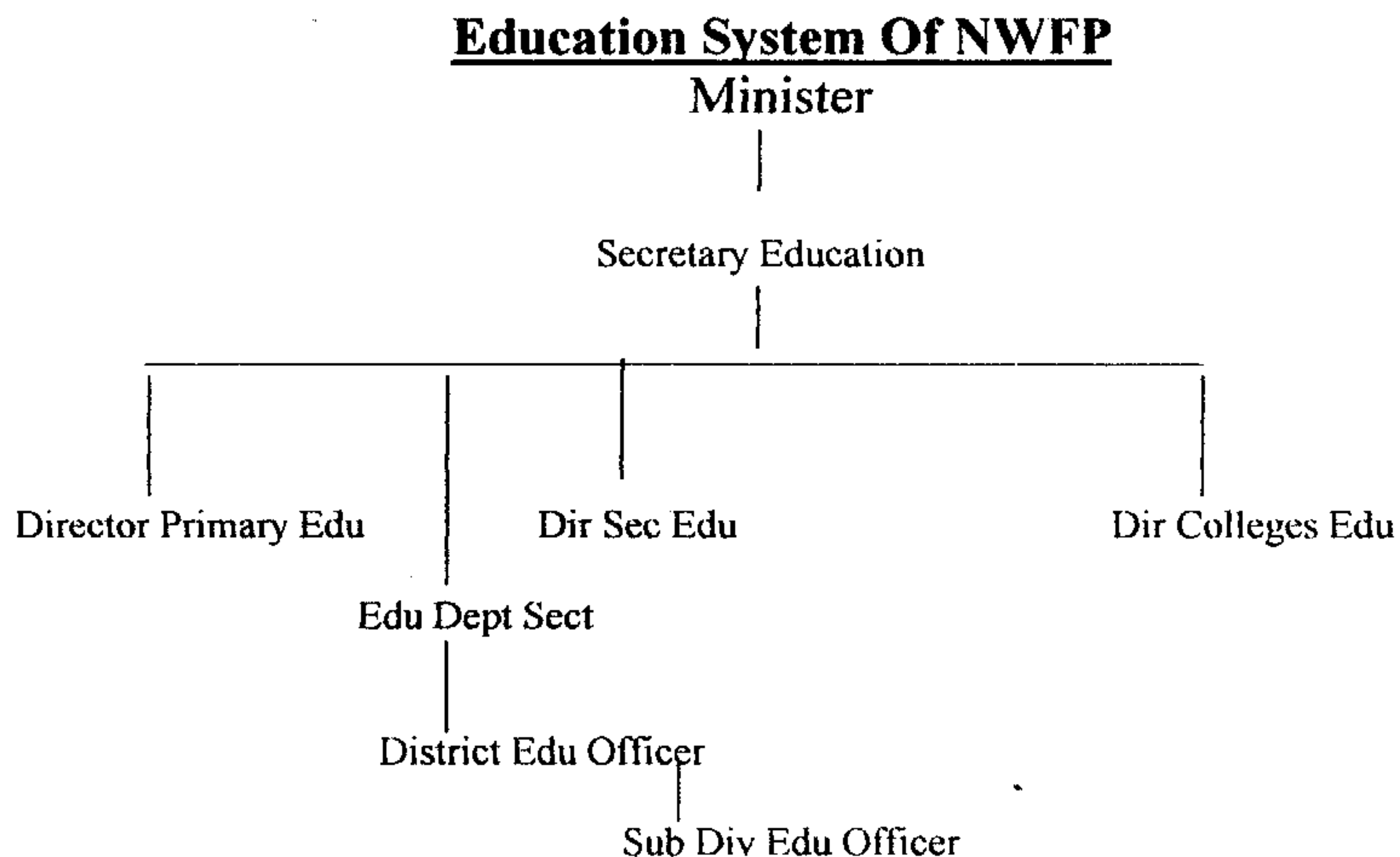
Activity-IV: the teacher finds out who maintains law and order, which makes these laws in the Province. She introduces the Provincial assembly to the students and the members are from the Citizens. They are MPAs and are selected by the residents of the Province. She develops a role for the class by role-play of students as members of the assembly; the students study the process of law making in steps: -

- Students give suggestions
- Debate is held in the class
- The students vote for the resolution
- The resolution is passed by the majority
- The passed resolution is given the status of law in the Province

It is best to make the students go through this process in the class and make " classroom Rules" These rules can be displayed on a chart in the class.

Activity-V: The teacher introduces the picture of a court and a lawyer in the court dress. The students are asked to discuss how the court implements and gives decisions for law implementation and if people break laws they are called in the court. The concept of Chief Justice is also given through role-play in the class.

Activity-VI: The concept of employment in Government service is through Public service commission. This agency is introduced to the students so that they discover that there is a process of getting a job. It is the process, which has to emphasize to the students as law-abiding citizens.

Activity-VII: The functions of the education department and its departments are drawn on a organizer for the students to have a clear understanding of how this department works.

Evaluation: The students are taken on field trip to all these offices and also to the commissioner's office, or these officers could be called to he schools for giving a talk to the students.

Social Welfare Agencies

Purpose: To develop awareness of services which the Government provides for its Citizens

Objective: The learner will be able to: -

- Identify the agencies available in the province
- Identify the services required for the Community to function smoothly
- List down the names and addresses of the Organizations who do social work

Words to Know: Names of Organizations

Background: The real test of the Social studies program comes in the out of school lives of the children. If the school has provided them with new insights, improved skills, or increased awareness and sensitivity to social affairs, such learning should be apparent in their out of school behaviour as children and later as adults. Social participation is one of the essential components of a social studies program. To be socially active does not mean students have to be active on global issues of our times. However they can and should be involved in experiences that bridge the gap between what is learned in school and the out of school world in which they live. They can be socially active in the society if they are encouraged and helped by the teacher.

Activity-I: The teacher shows pictures of people helping others in the community on occasions like earth quake, Floods, Accidents, in schools, etc and the students identify the areas in which help is needed, e.g. health, Education, hygiene, transport, accidents,, emergency situations .etc.

Activity-II: the students list down the names of Organizations like banks, Schools, Welfare Societies like Edhi, red Crescent etc.

Activity-III: the teacher invites the representatives from these Organizations to talk about their activities to the students and give their names and Addresses.

Activity-IV: the students develop programs of food collection, toy collection from their neighborhoods and homes and make gift packs for needy people in the area

Activity-V: the students make volunteer groups in the school to help younger children and look for hazards, which may cause accidents in the school. They help to function and keep the school neat and clean.

Evaluation: the students write letters to some agencies for conducting an orientation visit of the students to these offices.

Hadrat Mohammad (pubh)

Purpose Of the Lesson The teacher will build a background of Prophet Mohammad (pubh) in the minds of the children. She will give the life sketch to the students so that they have a role model to follow.

Objectives; The learner will be able to

- Describe the condition prevailing in Arabia before Islam
- Locate the map of Saudi Arabia and locate the holy cities of Makkah an Madina
- Identify people close to the Prophet.
- Describe the qualities of prophet Mohammad as a role model..

Words to know; Words to be taken from the text

Background; The teacher will build the background of the students about the conditions prevailing in Arabia at the time of the Prophets appearance. The teacher will bring the Map of Saudi Arabia for the students to locate the areas she will talk about. Pictures of the two cities will also be placed on the Bulletin board. The environment of Arabia will be built on BB.

Activity 1 The teacher will start the class with a book "Stories about Prophet Mohammad "by Dr Abdur Rauf.This book describes the birth of the Prophet and incidences related to his birth. The teacher highlights the names of the parents and date of birth.

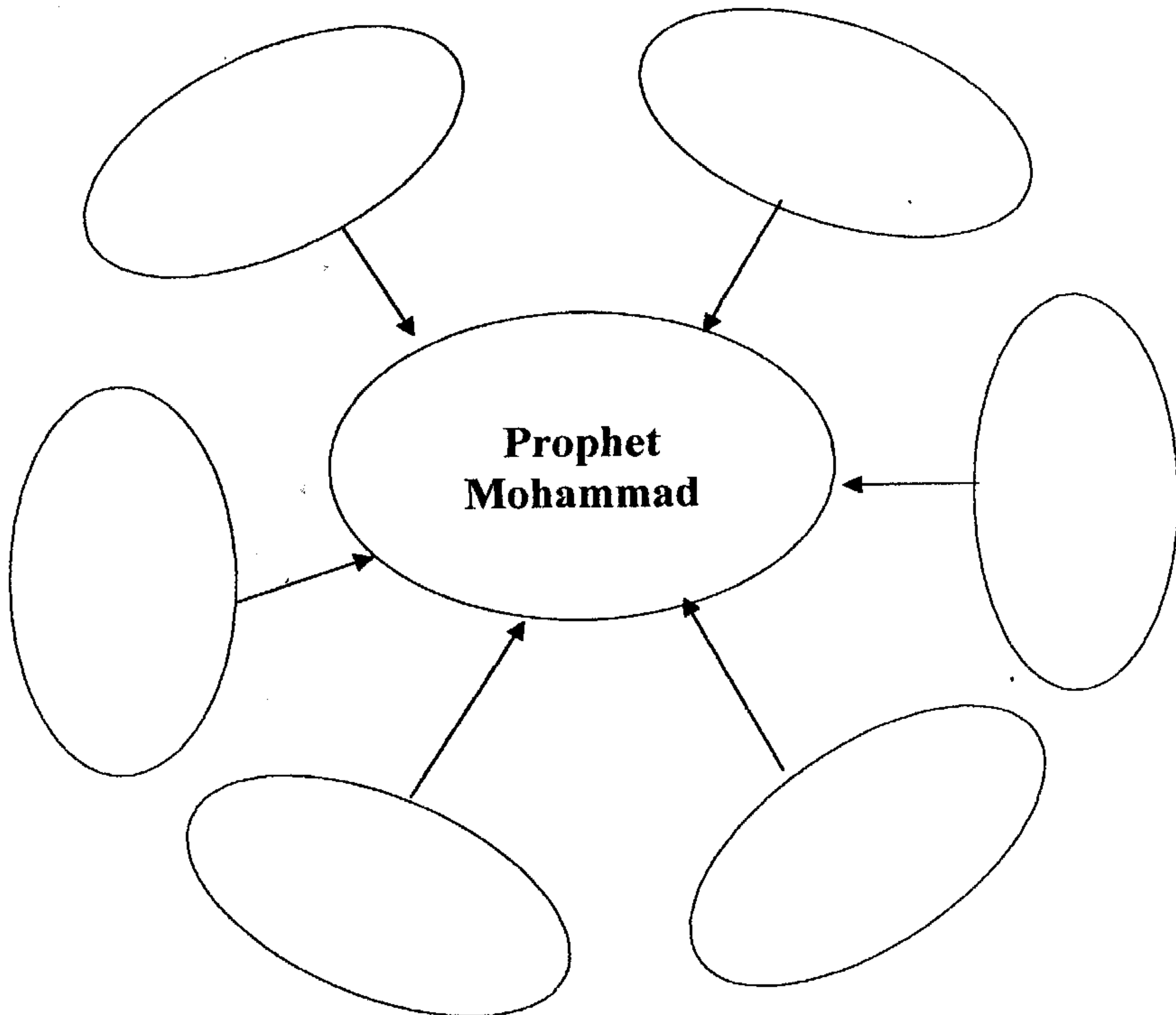
Activity 2 the students discuss the childhood activities of Prophet Mohammad and compare how they were different from their own childhood activities.

Activity 3: The teacher describes and discusses how the people of Makkah treated Mohammad in the early years of Islam. Their Opposition to the new religion and Mohammad's untiring efforts in the spread of Islam.

Activity 4: The students' list down the Salient features of the last Sermon given by the Prophet at Mount Arafat.

Activity 5: The Students highlight the qualities of Mohammad, which impressed the non-Muslims in accepting Islam.

Evaluation: The students write answers to the questions given with the text.

Hadrat Mohammad (pubh)
Life History to be Highlighted

The Four Righteous Caliphs
11-40A. H. (632-661A.D.)

Purpose of the lesson: To build the knowledge and respect for the four caliphs in the Muslim history. And also to discuss the role of a leader to continue the mission of the Prophet Mohammad (PBUH)

Objectives The students will be able to Describe

- The life of the Caliphs
- Characteristics as individuals
- Their relationships with the Prophet
- Their achievements as rulers
- Their services for Islam.

Words to know To be taken from the text

Background: After the demise of the Prophet Mohammad (PBUH) four of his most distinguished companions had the honour of leading the affairs of the Muslim community. Despite their minor failings and falters these four greats proved to be the true successors of the holy prophet on the whole. That is why they are known as the Righteous Caliphs.

1. Caliph Abu Bakr Siddique.
2. Caliph Umar Farooq.
3. Caliph Uthman Ghani, and
4. Caliph Ali Murtada.

In piety and virtue, experience and excellence all of them were of equal status and caliber. For instance all of them figure foremost in the list of " The Ten Blessed Persons " (Al-Ashrah, Al -Mubashsharah) who were conveyed news of their admission to the paradise even during their lifetime.

The students will learn about the life and qualities of these four Caliphs as leaders in Islam, they will study them as Role models who have proven how common men can lead a practicing Muslims life. Each Caliph will be studied separately to highlight his contributions for Islam.

Activity 1 The teacher will teach out of text and also bring stories from outside books, the work sheets attached should be done in the class. This will give summaries of each Caliph; the Maps of military conquests should also be shown to the students.

Evaluation The students can be evaluated on the text questions given in the book.

Name The Four Righteous Caliphs
11-40A.H. (632-661 A.D.)

The First Caliph
HADRAT ABU BAKR SIDDIQUE
11-13 A.H. (632-634)

Mohammad (PBUH) said about ***him*** ***"I have paid back everybody's debts of gratitude. But my debit of gratitude to hadrat Abu Bakr shall be paid by God on the Resurrection Day"***

Original Name ______________________________

Family Name ______________________________

Title ______________________________

Relationship with Prophet ______________________________

Personality ______________________________

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His Accomplishments

Military Conquests ______________________________

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Jihad Against Non payers Of Zakat ______________________________

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Compilation Of The HolyQuran ______________________________

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Special Contributions For Spread Of Islam ______________________________

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Died On ______________________________

Buried at ______________________________

His Age ______________________________

His Last Words ______________________________

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Second Caliph
HADRAT UMAR FAROOQ
13-24A.H. (634 – 645 A.D,)

Original Name ______________________________

Family Name ______________________________

Title ______________________________

Relationship with Prophet ______________________________

Personality ______________________________

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His Accomplishments

Military Conquests ______________________________

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The Walking Caliph

And The Riding Servant ______________________________

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Special Contributions For Spread Of Islam ______________________________

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Died On ______________________________

Buried at ______________________________

His Age ______________________________

His Caliphate period ______________________________

His period is considered as the ______________________________

Syed Ahmed Shaheed

Purpose of The Lesson: To give awareness of some Role Models in Islam. Their contributions and life style.

Objectives: The learner will be able to:

- Describe the personality of Syed Ahmed Shaheed. Explain his contributions towards spread of Islam in the sub-continent
- Explain his contributions towards spread of Islam in the sub-continent

Words to Know; To be taken from the text.

Background: The students have to know about the contributions of the saints in the sub-continent, who have worked for the spread of Islam.

Activity1: The students will highlight the birth and personality of Syed Ahmed Shaheed
The teacher will try to bring some material to the class for extra reading.

Activity 2: The students will identify the role of Syed Ahmed Shaheed in the spread of Islam in NWFP.

Evaluation: The students will identify the areas on the map of NWFP where Sayed Ahmed Shaheed traveled for the spread of Islam.

Hadrat Pir Baba

Purpose Of the Lesson: To identify the contributions of religious Saints in the spread of Islam in NWFP.

Objectives: The learner will be able to

- Describe the personality of Hadrat Pir Baba
- His Struggle and contributions for the spread of Islam in NWFP.

Words To Know: To be taken from the Text.

Background: The students must identify the names of certain local religious Scholars from NWFP. and find out about their contributions and struggle in the way of Islam. Stories of these Saints and Sufis should be brought to the class for reading and discussion.

Activity1: The Students answer the questions given with the text.

Activity2: The teacher will bring stories about Hadrat Pir Baba from outside the text to read to the class.

Evaluation: The students write 10 to 15 lines about any Sufi or Saint form NWFP.

Quaid-e-Azam

Purpose Of The Lesson: The students understand the concept of leadership in a nation, and develop the concept of sacrifice for the nation, to live for a cause and devote ones life to what one believes in. To have a vision and then work for it.

Objective: The learner will be able to

- Describe the early life of Quaid-e-Azam
- Identify the contributions of Mohammad Ali Jinnah in the making of Pakistan.
- Explain the importance of 23rd March and 14th August in the History of Pakistan.

Words to Know: To be taken from the Text

Background: the teacher will highlight the life of Mohammad Ali Jinnah, she will bring pictures of his personal and political life from old newspapers and magazines and prepare a collage in the class, She will find out from the students what they already know about his life and activities. The teacher will bring parts of his speeches where has addressed the students to be read out to them. She will also why he is called the Father Of the Nation.

Activity 1 : The students will prepare a Time line of Quaid's life History in the class as they read the text.

Activity 2: the students will discuss the educational accomplishments of Quaid-e-Azam.

Activity3 The teacher will discuss with the students what was Quaid's mission in life and how did he work for it since his child hood.

Activity 4: The students will think and describe their own missions in life, or set their objectives for future. Each child will readout his or her ambitions in life.

Activity5: The students will write a report of one page on Quaid-e-Azam.

Evaluation: The students will answer the worksheet on the text.

Quaid-e-Azam

Name ________________________________
Title ________________________________
Date of Birth ________________________________
Place of Birth ________________________________
Fathers Name ________________________________
Early Education ________________________________
Matriculated from ________________________________
Law Education From ________________________________
Joined Congress in ________________________________
Joined Muslim League In ________________________________
Returned from England in ________________________________
Pakistan Resolution was passed on ________________________________
Minar-e-Pakistan is called ________________________________
Pakistan came into existence on ________________________________
The first Governor General Of Pakistan was ________________________________
Quaid-e-Azam passed away on ________________________________
Name the National Days of Pakistan ________________________________

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Write in a few words why you love Pakistan ________________________________

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What do you like best in Quaid's life that you would like to do yourself in future?

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